

## **ASSIGNMENT: APPLY A GRAPHIC ORGANIZER**

**NAME:** Katie McCarthy

**GRADE:** 5<sup>th</sup> grade

**SUBJECT being taught:** disciplinary hearing in principal's office

**ORGANIZER used:** It Happened in this Order! and Reflection Form

- What is the English language proficiency range for students using the organizer?  
I worked with two 5<sup>th</sup> grade boys. Neither of them is an ELL.
- State the overarching understanding(s) reflected by the organizer.  
I used two organizers to collect information from the students. I find they assist me in understanding student conflicts and other student issues when making disciplinary decisions. They also clarify events and actions to the student who completes them through explanation and discussion.
- State the topical understanding(s) reflected by the organizer.  
I learned that what I do affects other people as well as me.  
I learned that I have the ability to make good choices for myself.
- State the content objective.  
No content objective as the forms are used to gather information for disciplinary reasons as part of due process, but it is indirectly tied to Second Step, our SEL curriculum.
- State the language objective for students with lower language skills.  
Students will write about their involvement in the event in question.  
Students will explain their writing about the event in question while referring to the graphic organizer(s) given.  
Students will discuss the events, actions, and choices they made with a partner (principal).
- Identify a CHALLENGE language objective for students with higher skills.  
Students will write a self-contract to the principal as a self-monitoring tool for the behavior in question.
- What materials did you use? Explain briefly why they were appropriate for the range of learners.  
The first G.O. is called "It Happened in this Order!" and it helps students breakdown what happened and put it into logical steps.  
The second G.O. is a reflection form, and it helps the student process what happened to him/her and the other people involved as well as help students make better choices in the future.  
Both are attached to this assignment
- What directions did you give? For example, did you use any cooperative structures or reading strategies?

The student does this activity individually after I lead him/her through my expectations for each sheet using preview strategies. For "It Happened..." I tell the student they are completing a rough draft of what happened in order of each event, and that we will complete another form together as we talk through what is written. For the reflection form, I tell the student that I want him/her to write about only what he/she knows about the event and events leading up to it, that I want facts and not opinions, and they need to complete the entire sheet. I am also careful to explain no one else sees the sheets except me so they can tell me the truth.

- How would you evaluate the application? Were there any surprises? Is there anything you would change next time?

I have been using these two graphic organizers with students for the last five years as an administrator at both the elementary and middle school levels. I do not send the sheets home, but keep them for my records and entry into SIS for end of the year reporting. The reflection form I used in this assignment is for grades three and up, and I do have a reflection form for primary grades, too. It involves drawing what happened in sequence squares and drawing their expressions.

In my experience, "It Happened..." is often a difficult process for students so I give them two sheets; one for them to complete individually and one we complete together during our discussion. Many students cannot break each event into a single step leading to their altercation/event, and often this helps the student see some actions taken do make match the previous "event."

I like the reflection form because it makes the students process their own actions before I even share my thoughts and judgments. I have found students to be very honest when they write about what happened versus telling me what happened because it is committed to writing. I even have students sign and date the forms to make it appear official.

NORTH SCHOOL  
INTERMEDIATE REFLECTION FORM

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Grade: \_\_\_\_\_ Teacher: \_\_\_\_\_

**Explain what happened and why it happened.**

**When and where did it happen?**

**Who else was involved?**

**How do you think the other person(s) felt because of what happened?**

happy  
frustrated

sad

angry

guilty

upset

afraid

shy

excited

left out

thankful

confused

bad

jealous

sorry

mad

embarrassed

**How could you have done differently to have reached a more positive outcome?**

**Parent Signature:** \_\_\_\_\_

**PLEASE SEE OTHER SIDE**

*It Happened in this Order!*



P. \_\_\_\_



P. \_\_\_\_



P. \_\_\_\_



P. \_\_\_\_



P. \_\_\_\_



P. \_\_\_\_